DOCUMENT RESUME

ED 378 774 EC 303 673

AUTHOR Fuchs, Douglas; And Others
TITLE Best Practices in School Psychology: Peabody Reintegration Project.
INSTITUTION George Peabody Coll. for Teachers, Nashville, Tenn. Dept. of Special Education.
SPONS AGENCY National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE [94]
CONTRACT H023C10086-93; HD15052
NOTE 37p.
PUB TYPE Reports - Descriptive (141) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Classroom Environment; *Curriculum Based Assessment; *Disabilities; Elementary Secondary Education; Environmental Influences; Inclusive Schools; *Individualized Instruction; *Mainstreaming; *Peer Teaching; Program Effectiveness; Social Integration; Transitional Programs; Tutoring
IDENTIFIERS *Peabody Reintegration Project; *Transenvironmental Programming; Vanderbilt University TN

ABSTRACT

The debate about whether special education should abolish or conserve its cascade of services model has produced conservationists, who believe in a case-by-case approach to integration by which movement into less restrictive settings is planned, implemented, and evaluated individually, and abolitionists, who work for full inclusion of all students with disabilities into regular classrooms. Because case-by-case reintegration embodies the individualization principle and is supported by federal law, it is the approach used by the Peabody Reintegration Project at Vanderbilt University (Tennessee). This project uses curriculum-based measurement and transenvironmental programming to boost students' achievement levels in reading and math to a point commensurate with mainstream expectations. The reintegration process then begins, involving: recruiting the players, identifying the competition, scouting with a classroom inventory, developing the game plan, executing the game plan in special education, deciding to reintegrate, and executing the game plan in the mainstream. Evaluation revealed that mainstreamed students' gains slowed down or stopped after reintegration. Classwide peer tutoring was implemented to make the mainstream setting more responsive to reintegration students and provide the individualization necessary for continued academic growth. Annotations for three bibliographic resources are appended. (Contains approximately 80 references.) (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 378 774

Best Practices in School Psychology:

Peabody Reintegration Project

Douglas Fuchs, Samuel Dempsey, Holley Roberts, and Anja Kintsch

George Peabody College of Vanderbilt University

Preparation of this chapter was supported in part by the Office of Special Education Programs in the U.S. Department of Education (Grant No. H023C10086-93) and by the National Institute of Child Health and Human Development (Core Grant HD15052). The chapter does not necessarily reflect the position or policy of the funding agencies, and no official endorsement by them should be inferred.

We thank the special and regular education teachers who have worked with us on our reintegration project; and Sue Dutka, Jill Howard, Wendy Locke, Patricia Mathes, and Marcia Stewart, whose help has been invaluable during project implementation.

Inquiries should be addressed to Douglas Fuchs, Department of Special Education, Box 328 George Peabody College, Vanderbilt University, Nashville, TN 37203.

Running head: PEABODY REINTEGRATION

EC 303673

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Douglas Fuchs

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Best Practices in School Psychology:

Peabody Reintegration Project

Overview

During the past 5 years, special educators have engaged in rancorous debate about what is wrong with the field and how best to fix it. Although the controversy has appeared wide ranging, including such diverse topics as tests, labels of exceptionality, accountability, fragmentation of services, and teacher referrals, it has pivoted on a basic issue: Should special education abolish or conserve the cascade of services? This question creates a meaningful divide among the major players in the debate, producing conservationists and abolitionists (see D. Fuchs & L. S. Fuchs, 1991, and Figure 1).

Insert Figure 1 about here

Conservationists versus Abolitionists

Conservationists. By definition, conservationists support the preservation of the cascade (see, for example, Kauffman, Gerber, & Semmel, 1988; Keogh, 1988; Lieberman, 1985; National Education Association, 1992; Singer, 1988). They do so because they believe it represents a rich array of placement options necessary for schools to meet the wide-ranging cognitive, behavioral, social, and physical needs of its students with disabilities. Moreover, the degree of many students' disabilities, such as those with severe behavior disorders, requires unique and intensive support. This help, say the conservationists, often can be delivered more efficiently and effectively in settings separate from the mainstream (e.g., Kauffman, 1989; Walker & Bullis, 1991). And if too few special-needs students move up the cascade, it is not the

fault of the model; rather, it is the responsibility of those who use it incorrectly.

As reflected in Figure 1, we distinguish between mild and strong conservationists. Mild conservationists (e.g., Gottlieb, Alter, & Gottlieb, 1991) differ from strong conservationists on at least two related counts: First, they are more likely to call attention to special education problems; second, they have a penchant for issuing strident calls for reforms (which, nevertheless, presume a continuation of the cascade of services).

Abolitionists. At loggerheads with both mild and strong conservationists are abolitionists who argue that increasing numbers of children in special education are proof that the cascade model is unworkable; that it represents a trap for most students with disabilities, whereby initial placements become terminal assignments in their educational careers (e.g., Taylor, 1988). Abolitionists and The Association for Persons with Severe Handicaps, the organization with which they are most closely connected, work to eliminate the cascade and for the immediate integration, or "full inclusion," of all students with disabilities into regular classrooms (e.g., Biklen, Lehr, Searl, & Taylor, 1987; Giangreco, Dennis, Cloninger, Edelman, & Schattman, 1993; Lipsky & Gartner, 1989; S. Stainback & W. Stainback, 1992; Thousand & Villa, 1990; York & Vandercook, 1991). Facilitating full inclusion would be support staff (e.g., physical therapists, speech clinicians, vocational instructors) bought with savings realized through an elimination of the cascade's special settings. Abolitionist optimism over this ambitious, if not revolutionary, plan is based on a belief that much of special education is expendable because regular education has become more expandable, that is, more willing and able to accommodate greater student diversity, including the integration of all students with disabilities (e.g., Lipsky & Gartner, 1991).

Like the conservationists, abolitionists can also claim a kindred group that espouses a milder doctrine. Mild abolitionists like Gersten and Woodward (1990), Maheady and Algozzine

(1991), Pugach and Lilly (1984), Reynolds, Wang, and Walberg (1987), and Will (1986) tend to focus their criticism of special education on services provided students with milder disabilities. Reynolds (1991), for example, argues that categorical approaches to the education of such children cannot be justified, whereas he implies elsewhere (e.g., Reynolds, 1988) that they are justified for children with more severe disabilities. In other words, mild abolitionists tend to push for a partial rollback of the cascade of services, not a total elimination of all special education placement options.

Reintegration: Case-by-Case and Large-Scale

Case-by-case. Although conservationists and abolitionists agree that integration, or inclusion, is an important goal, they disagree fundamentally about what rightly should be called integration and how one best accomplishes it. For conservationists, the targeted integration setting may be the mainstream, but it also may be a self-contained class for a student currently attending a special day school. Implicit is a belief that mainstreaming--reintegration into regular classes--is not necessarily for all students with disabilities.

For some, say the conservationists, an appropriate education must be delivered by a specially trained teacher in a setting removed and different from regular education, a setting where students presumably receive intensive, systematic, and data-based instruction unattainable in regular education. Many conservationists believe in a case-by-case approach to integration, by which movement up the cascade of services into a less restrictive setting, or reintegration into a regular classroom, is planned, implemented, and evaluated individually--on a case-by-case basis. Each student's strengths and weaknesses are considered in conjunction with various features of the student's future setting. A fit or match is explored. And a child is not reintegrated unless he or she can adapt academically, behaviorally, and otherwise to the expectations in the new setting. Advocates of a case-by-case approach see its individualized nature as the embodiment of that

which is quintessentially special about special education and as consonant with federal law, which requires the provision of individualized educational programs (see Huefner, 1993).

Large-scale. In contrast to the conservationists' case-by-case strategy, the abolitionists' large-scale approach calls for large groups, or literally all students, to be reintegrated simultaneously into nothing short of regular education settings. Implicit is the view that it is not the child that needs to be changed, but rather the mainstream setting. Such change may involve adoption of cooperative learning structures or more sweeping arrangements like open-classroom, constructivist approaches to teaching and learning (see S. Stainback & W. Stainback, 1992). Advocates of the large-scale approach also assume support staff will provide considerable help to facilitate such change and that they will be available on an "as-needed" basis to work with integrated students.

In comparison with the case-by-case alternative, large-scale integration is more efficient, say proponents. For example, it presumably circumvents the time-consuming and costly process of testing, labeling, placing, and reevaluating. More important, with everyone in regular education, the need for and high cost of a second, partly duplicative, special education system--separate teachers, administrators, credentialling process, programs, and budgets--is eliminated (see Wang, Reynolds, & Walberg, 1988). Moreover, say the advocates, large-scale mainstreaming will force regular education to reform itself because it no longer will have the proverbial "dumping ground" of special education to which it once sent students it deemed "unteachable" (see Fuchs, D., & Fuchs, L. S., 1994, for discussion of this point).

We Choose Case-by-Case, But...

Despite these purported benefits, we adhere to the traditional case-by-case approach--not for the sake of tradition, but because its individualized approach to integration increases the likelihood that students' unique needs will be addressed; that they and their parents will have a

choice of placements; and that teachers and parents of students with disabilities will not be required to engage in the high-stakes gamble that regular educators will indeed accomplish the revolutionary reforms it must for large-scale mainstreaming to work. Moreover, there currently is a very small body of research on the efficacy of large-scale mainstreaming; we do not have the technical know-how to implement it and expect success. In fairness, however, the same can be stated about our preferred alternative, case-by-case reintegration.

Where's the research? Few studies of the case-by-case strategy exist. In a recent review of eight special education journals for 16 years, and the ERIC computer data base, Scott and D. Fuchs (in preparation) found only nine investigations that attempted to validate an explicit process for moving students from a more restrictive to less restrictive setting. Many educational researchers and policymakers do not recognize that reintegration has been understudied because such investigations are often equated incorrectly with the more numerous mainstreaming studies. Mainstreaming studies, by definition, explore the effects on students with disabilities of being there; the students have already re-entered before such studies start. Reintegration studies, by contrast, focus on the process of getting there; they begin with the student participants in special education, not regular education settings. Thus, we know precious little about how effectively to move students with disabilities from special education to regular education, irrespective of our preference for case-by-case or large-scale. All of which brings us to the Peabody Reintegration Project.

Peabody Reintegration Project. For several years we and our colleagues at Vanderbilt University, in collaboration with local educators, have been trying to develop an effective, efficient, and responsible process for transfering students with learning and behavior problems from various special education settings (especially resource rooms) to less restrictive settings (mostly regular classrooms). As part of this work, which is known as the Peabody Reintegration

Project, we have conducted a series of quasi-experimental studies, several of which have been published in scholarly journals (e.g., D. Fuchs, L. S. Fuchs, & Fernstrom, 1992; D. Fuchs, L. S. Fuchs, & Fernstrom, 1993; D. Fuchs, L. S. Fuchs, Fernstrom, & Hohn, 1991). Together with our unpublished studies, these have involved scores of schools and more than 100 teachers and students with disabilities in several contiguous districts in Middle Tennessee. Research findings indicate that our methods help special educators prepare their students for reintegration into mainstream math and reading classrooms. Below we discuss our research results in somewhat more detail, but first we describe our interventions and the process by which teachers participating in the Peabody Reintegration Project work to achieve successful integration for some of their students in the area of reading.

Basic Considerations:

Curriculum-Based Measurement and Transenvironmental Programming

Curriculum-Based Measurement (CBM)

CBM is a set of standardized procedures for obtaining reliable and valid measures of student achievement, which in turn facilitate teachers' formative evaluation of their teaching effectiveness. CBM procedures have been developed for measuring progress in reading, spelling, written expression, and math, and represent an alternative to commercially distributed achievement tests (see Deno, 1985). Research demonstrates that instructional programs designed with CBM can result in greater student achievement, improved teacher decision making, and enhanced student awareness of their own performance (L. S. Fuchs, Deno, & Mirkin, 1984; L. S. Fuchs & D. Fuchs, 1986).

CBM and reintegration. There are two reasons for special and regular eductors to use CBM in reading instruction. First, it permits them to conduct frequent assessments of academic progress, with which they may judge readiness for and adaptation to mainstream reading on a

student-by-student basis. Second, CBM data are used by special and regular educators to develop more effective instructional interventions.

CBM reading "maze" assessment. Special educators determine an appropriate reading level on which to establish each reintegration candidate's year-end goal; that is, the level of reading material that the teacher hopes the student will master by April or May of the current year. Teachers assess the reintegration candidate's reading performance two or three times weekly, each time on a different passage that had been sampled randomly from the goal-level pool of passages. These reading assessments are administered and scored automatically by computers. Students are permitted 2.5 minutes to complete a maze (i.e., cloze procedure) of a 400-word passage displayed on a computer screen. The first sentence is presented intact; thereafter, every seventh word is deleted and replaced with three choices. Only one is semantically correct. The student must use the space bar and <RETURN> keys. Performance is scored as the number of correct replacements. (For more description, see L. S. Fuchs, D. Fuchs, Hamlett, & Ferguson, 1992). Reliability and validity of this computerized assessment may be found in Espin, Deno, Maruyama, and Cohen (1989), L. S. Fuchs and D. Fuchs (1990), and Jenkins and Jewell (1992).

Transenvironmental Programming (TP)

TP (e.g., Anderson-Inman, 1986) is a process to reintegrate pupils into mainstream settings. Although it has been the focus of several single-subject reintegration studies (e.g., Anderson-Inman, 1981; Anderson-Inman, Walker, & Purcell, 1984), we are unaware of prior, larger-scale efforts (excepting our own) to explore its effectiveness, or to study it in combination with CBM use. TP comprises four phases, the first of which is environmental assessment. Because it is assumed that effective preparation of a student with disabilities for mainstreaming can be accomplished best by first identifying the academic and behavioral expectations of this

environment, the purpose of the first phase is to ascertain the specific skills and behaviors required for success in the regular classroom. This knowledge then can be used to help plan the content of instruction in the special education setting.

In the second phase, intervention and preparation, the special educator teaches the skills identified during the preceding phase. Next, in promoting transfer across settings, the special education teacher helps ensure that the reintegrating student actually uses the newly acquired skills in regular education. In the final phase, evaluation in the mainstream, data are collected on the extent to which the student has adjusted academically and socially.

Best Practices: Peabody Reintegration Process in Reading

In the description below, participants are the special and regular educators, the student targeted for reintegration, hereafter referred to as the "reintegration candidate," and project staff. This last group consists of Peabody/Vanderbilt graduate students trained to provide technical assistance to facilitate the successful completion of project activity. Because it is football season as we write this chapter, and because the first author is a devotee and aficianado (his preferred terms for "fanatic"), you will notice and hopefully forgive allusions to that sport.

Step #1: Recruiting the Players

The special educator is responsible for selecting one or more students who could be ready to reintegrate into a regular class for reading instruction at some point during the school year. That is, the student need not be ready for mainstreaming right away, but maybe in 2 to 4 months, following work in reading or efforts to improve his or her school behavior or social skills. Choosing a student for possible reintegration does not commit the student (or the special educator) to reintegration. If, after some time, the teacher believes insufficient progress has been made, he or she can decide against mainstreaming. The decision to mainstream, then, is ultimately a teacher decision, or teacher-parent decision, or teacher-parent-student decision. To

facilitate the selection of appropriate reintegration candidates, we give special educators two "true story profiles" of successfully reintegrated students. ("True Story Profiles" are available from first author.)

For each selected reintegration candidate, the special educator also identifies a mainstream reading teacher. If two or more such teachers are available for a given student, the special educator chooses the one most likely to be receptive to mainstreaming. The special educator is reminded that this teacher need not be a "perfect" teacher or his or her best friend. Instead, the regular educator should be open-minded and willing to accept responsibilities associated with project involvement.

This teacher is invited to a meeting with project staff and the special education teacher, who communicates the project's purpose, describes the reintegration process, and specifies the roles and obligations of each participant. The special educator provides evidence that the reintegration candidate is currently, or soon will be, ready for return to a mainstream reading class. Such evidence includes the student's level of reading performance and a description of his or her classroom behavior. To facilitate this communication, the special educator shares a "profile" form on the student completed prior to the meeting. (A "Reintegration Student Profile" form may be obtained from the first author.) As reflected by the items on this form, the special educator is encouraged to present a balanced view of the candidate, documenting both strengths and weaknesses. The regular educator is then asked whether reintegrating the student during the current school year seems feasible. After the teacher's (generally positive) response, the special educator makes clear that such a solicited judgment is not binding and that reintegration need not be immediate.

Step #2: Identifying the Competition

During this same first meeting, project staff states that successful reintegration often

requires knowledge about both the student and the general education classroom. The staff person indicates that a frequently useful question about the regular classroom is, "What's the lowest acceptable level of academic performance?" In this vein, the mainstream teacher is asked to think of two current students who, although low achievers, are not in jeopardy of referral for possible special education placement. These students will become the standard or, in a sense, the "competition" against which the reintegration candidate's academic progress will be compared. Hereafter, they are referred to as "lowest-achieving peers," or "LAPs."

Step #3: Scouting with a Classroom Inventory

The special and general educators and project staff meet a second time (a) to discuss the reintegration candidate's legitimacy and the general educator's willingness to participate in the reintegration process, (b) to share information about the candidate and their respective instructional settings, and (c) to identify aspects of the student's performance and the two classrooms that require modification to enhance the likelihood of the student's successful transfer to the mainstream setting. Toward these ends, each teacher completes a three-part Classroom Inventory during their second meeting. (A complete copy of the "Classroom Inventory" may be obtained from the first author.)

Part 1. Part 1 of the inventory is meant to provide a snapshot of a classroom's instructional environment, for reasons explained below. It uses a combined checklist and Likert-type format and addresses a potpourri of instructional issues, such as permissible student behavior (e.g., how much movement and talking is allowed); expected student performance (e.g., how often students are required to respond orally); how one gets directions about in-class and out-of-class assignments and help from the teacher when one is experiencing difficulty; and so forth.

Part 2. Contrastingly, Part 2 makes use of open-ended items and asks many more questions that, in aggregate, explore in depth how instruction gets delivered. Questions in Part 2

concern allocating time for reading; grouping students for instruction; naming primary and supplementary reading texts; presenting new skills and vocabulary; assigning independent in-class work and homework; determining student grades; doling out rewards and punishment; modifying instruction when students don't get it; and so forth. This second part of the inventory makes use of a double-column response format; both special and regular educators answer the same question so that their answers appear side by side. Responding to the same questions in each other's company, and recording answers side by side, is expected to increase teachers' awareness of the similarities and differences between their respective instructional settings, and the possible implications of these between-setting differences for the reintegration candidate.

Part 3. Part 3, also completed during the second meeting, taps teachers' expectations for performance and classroom deportment. Reflecting the influence of Walker and Rankin's (1983) SBS, this part of our inventory makes use of a rating scale (where 1 = "critically important," 2 = "desirable, but not critical," and 3 = "unimportant"). Teachers use it to communicate the relative salience of various student characteristics and actions. For example, teachers rate the importance of assuming responsibility for materials, listening and complying with directions, using appropriate means to seek teacher attention, ignoring distractions, cooperating with peers, and so on.

CBM training and classroom observations. Completion of the inventory generates rich descriptions of the reintegration candidate's current and (presumably) future classrooms. Completion of the inventory also triggers two important activities that must be undertaken prior to a third meeting between the two teachers and project staff. First, the reintegration candidate and LAPs are trained to take CBM probes in reading at the computer, and they begin these once (LAPs) or twice (reintegration candidate) weekly. Second, using Part 1 of the inventory as a guide, the special educator observes the mainstream teacher's reading class. Project staff

encourages the mainstream teacher to reciprocate if his or her schedule permits. This observing in one another's class familiarizes both teachers with the reintegration candidate's current and future settings, and helps the teachers identify discontinuities across instructional environments.

Step #4: The Game Plan

A third meeting of teachers and project staff has four objectives: (a) to assess the progress and validate the choice of the reintegration candidate; (b) to identify salient discrepancies between the two classrooms and between the reintegration candidate's performance/behavior and the mainstream teacher's expectations; (c) to select interventions addressing the discrepancies, which would be implemented in special education and/or the mainstream reading classroom; and (d) to secure the participation of all parties for the duration of the project. The first objective (assessing the progress and validating the legitimacy of the student as a reintegration candidate) is addressed by reviewing the student's CBM performance since the last meeting and comparing it to that of the LAPs. If the student's progress is judged less than satisfactory, this is a last opportunity for the special educator to recommend an alternate child. On the other hand, if the student's performance is as strong as or superior to the LAPs', the teachers may decide to transfer him or her at once to the regular classroom. In this case, the teachers would schedule an IEP meeting and discuss instructional interventions and CBM monitoring in the mainstream.

Addressing discrepancies between settings. If the teachers agree on the appropriateness of the candidate--that he or she might require additional time and work in special education, but eventual mainstreaming is likely--the two review their completed inventories and discuss their observations in one another's class to determine whether, and if so which, features of the classes are different. Furthermore, they try to ascertain whether these differences represent potential problems for the reintegration candidate. If salient differences are found, one or more becomes the focus of change. Let us say the special educator observed the mainstream teacher to monitor

and praise student work infrequently. By contrast, the regular educator noted the special educator to monitor and praise student work with regularity. Responding to these disparities, the two might decide that the special educator should encourage the reintegration candidate to work more independently and with less encouragement. In so doing, they would be attempting to align special education instruction more closely with mainstream instruction and, presumably, facilitate a smoother student transition.

Addressing discrepancies between teacher expectations and student performance: Impact Strategies. A similar process is followed when exploring possible discrepancies between the reintegration candidate's performance/behavior and the mainstream teacher's expectations. It is often the case that both teachers express concern about the reintegration candidate's reading performance. For this reason, project staff gives teachers a set of "Impact Strategies"--techniques based on the research literatures in reading and special education instruction that address fluency and comprehension development (see Figure 2). Each strategy is described on one or two typed pages, which offer a rationale and directions for implementation. Oral Preview, Silent Review, and Repeated Reading strategies address fluency; Sequencing, Main Idea, Story Mapping, and Content Webbing are the comprehension activities. In addition to a rationale for and description of these strategies, staff also provides practice materials. However, staff does not require teachers to use these strategies and materials; teachers are encouraged to generate their own.

Insert Figure 2 about here

Discrepancy Plan Sheets. To help the teachers conceptualize their "game plan," and to provide a means of recording who would be doing what to whom, we provide teachers with

Discrepancy Plan Sheets (see Figure 3). These encourage formulation of an explicit "plan of action," "expected outcomes," and "maintenance" activities in the mainstream classroom. The Discrepancy Plan Sheets represent something of a contract between the teachers, whereby the special educator pledges to implement strategies and setting modifications to prepare the student for reintegration and the regular educator agrees to various modifications to make the mainstream more hospitable once the student transfers.

Insert Figure 3 about here

Step #5: Executing the Game Plan in Special Education

In a word, the purpose of this step is "preparation." The special educator is expected to use the Impact Strategies, or some other instructional strategies, with the reintegration candidate to promote reading growth, which, as mentioned, is indexed by twice-weekly CBM probes. If such feedback indicates insufficient progress relative to the LAPs' growth, the special educator is expected to modify the instructional approach. The student, meanwhile, tries to best previous performance on the probes. If necessary, the teacher and student work together to modify the student's classroom behavior, bringing it into closer conformity with the future teacher's expectations. The "game plan," then, has a relatively narrow focus. It is based on the salient discrepancies identified jointly by special and regular educators; the plan is not to "fix" the whole child, or to make him or her perfect prior to mainstreaming. Across several years, special educators participating in the reintegration project take, on average, 2 to 3 months to help prepare their students for transition.

Step #6: On the Road

Transition from special education to regular education is coordinated with a fourth

meeting at which it is determined whether the reintegration candidate has achieved sufficient progress to warrant either full-time or gradual inclusion in the regular reading classroom. If the decision is affirmative for one or the other, the teachers (a) review the mainstream teacher's planned accommodations for the new student, (b) discuss what supports, if any, are required, and (c) plan for follow-up communication. If this transition requires a change in the student's special education status, project staff propose that a multidisciplinary team meeting be held. Whether such a meeting occurs is left to the discretion of the teachers. If the teachers decide against reintegration at this time, they review both their goals and intervention strategies for the student.

Step #7: Executing the Game Plan in the Mainstream

The regular eductor's adherence to the game plan, developed during Step #4 and revisited in Step #6, is monitored by either project staff or the special educator once or twice each week for about 8 weeks. Staff also helps the mainstream teacher to ensure that the reintegrated student and LAPs continue on a weekly basis to take their CBM probes. About 8 weeks after the student's transition, the teachers meet for a fifth time to evaluate his or her progress in the regular classroom. This meeting occasionally represents an IEP meeting, to which the student's parents and others, sometimes the student, are invited to deliberate about changing the student's special education status.

Evaluating Case-by-Case Mainstreaming

Building Half a Bridge

For several years, we have implemented and evaluated experimental procedures for reintegrating students in reading and math mainstream classes, always searching for effectiveness and efficiency. Findings from this research and development program have been both encouraging and disappointing. During the 1988-89 school year, for example, we assigned 42 students with mild disabilities to experimental and control groups. We assisted special and

regular educators in the experimental condition to implement CBM and TP to prepare selected students for reintegration into mainstream math classrooms. Math progress was measured by pre- versus posttreatment and ongoing curriculum-based achievement data obtained in special and regular education settings, and by teacher reports. Findings indicated that experimental students substantially reduced time spent in special education math, whereas control students' time in special education math was unchanged. Experimental students' pre-to-posttreatment achievement was greater than that of controls and was similar to the progress of lowest-achieving nondisabled students in mainstream classes. Time-series analysis revealed, however, that experimental students' improved performance occurred only in special education; once in the mainstream, their progress ceased (see D. Fuchs, L. S. Fuchs, & Fernstrom, 1992; D. Fuchs, L. S. Fuchs, & Fernstrom, 1993).

These findings were replicated in reading in 1992-93 in the same school districts. On the computerized reading assessment (described above), 11 reintegration candidates registered an average gain of 3.71 maze restorations, or words chosen correctly to complete a passage, in approximately 2.5 months in special education. Control students' mean gain was only 1.25 maze restorations. In contrast to their progress in special education, the experimental students' average gain in regular reading classes during an equal interval of time was a mere .27 maze restorations.

How might we explain the experimental students' disappointing performance in mainstream reading and math classrooms? Anecdotal evidence suggests at least two reasons: First, in the districts in which we were operating, special and general educators have little time to talk with each other. Once reintegration candidates were mainstreamed, very high pupil-teacher ratios in special education and an absence of structured consultation time militated against a continuing dialogue about the student with disabilities. Second, regular educators may think individualized instruction is valuable in principle, or when someone else is doing it, but, like the

proverbial domestic who draws the line when it comes to windows, general educators with whom we have worked typically "don't do individualized instruction." It is something for which they were not trained and for which they have little patience (see Baker & Zigmond, 1990; Zigmond & Baker, 1993). Thus, once the reintegration student transfered to the mainstream, s/he failed to obtain the tailor-made accommodations in instruction, curriculum, behavior management, and so forth provided through CBM and TP in special education.

Irrespective of why, our reintegrated students' inadequate performance in the mainstream prompts this question: How long will they be tolerated before their academic progress or behavior is (once again) viewed as too discrepant from class norms to justify their continued presence? A follow-up study we conducted provides a sobering answer. During the 1989-90 academic year, 32 students who had experienced TP or CBM or both in special education were transfered full time to regular education math classrooms. One year later, only 56% of these children were still in the mainstream; 44% were once again receiving their math instruction in special education.

Thus, we and our school-based colleagues have succeeded in building half a bridge: We have demonstrated that by use of CBM and TP, special educators can boost selected students' achievement levels in reading and math to a point recognized by all parties as commensurate with mainstream expectations. The rub comes following reintegration when the students' reading and math progress stops. To build the second half of the bridge, we have turned to classwide peer tutoring.

Classwide Peer Tutoring (CWPT)

CWPT was first developed at the Juniper Gardens Children's Project in the early 1980s as a technique for improving children's learning in urban schools (e.g., Delquadri, Greenwood, Stretton, & Hall, 1983). It was found to increase students' opportunities to practice reading and

to permit teachers greater flexibility in the use of reading texts (Greenwood, Carta, & Kamps, 1990). Reading procedures focused on developing students' fluency by requiring them to read connected text while being supervised by a peer. During the past 5 years, we and our colleagues at Peabody/Vanderbilt have attempted to extend the Juniper Gardens' model. The Peabody CWPT version (D. Fuchs, Mathes, & L. S. Fuchs, 1993) includes three reading activities: Partner Reading, Paragraph Shrinking, and Prediction Relay. The focus is on enhancing comprehension by directing students to engage in processing strategies designed to help them understand and remember text and monitor their comprehension. These strategies include (a) cumulatively reviewing information read, (b) sequencing information, (c) summarizing paragraphs and pages, (d) stating main ideas in as few words as possible, and (e) predicting and checking outcomes.

In Peabody CWPT all students in a teacher's class are paired. Each pair includes a higher- and lower-performing student. The roles of tutor and reader are reciprocal; that is, each student in a pair serves as reader for part of the time and as tutor for an equal portion of time. The higher-performing reader reads first for each activity and serves as a model for the lower-performing reader. Pairs are assigned to one of two teams for which they earn points. Points are awarded for engaging in reading activities and for behaving appropriately during tutoring. At the end of an instructional week, points are reported to the teacher; total points for each team are determined; and the winning team is announced. After 4 weeks, new pair and team assignments are made so that no team is consistently better or worse. Pairs are always assigned to the same team. Thus, the motivational procedures combine competitive and cooperative features. Research indicates that Peabody CWPT promotes markedly better reading achievement than does conventional instruction in a wide range of learner types, including those with learning disabilities and low-achieving and average-achieving students (D. Fuchs, L. S. Fuchs, & Mathes, 1993).

Our hope is that CWPT will help make the mainstream somewhat more responsive and hospitable to the reintegration student; that it will provide some of the individualization of instruction and nurturance necessary for the returning student's continued academic growth. This academic year, we are exploring experimentally the "value added" of CWPT by comparing a CBM + TP + CWPT condition to a CBM + TP condition to controls.

Serious problems are associated with developing an effective case-by-case approach to reintegration. No doubt about it. But so, too, are there many unanswered questions connected to large-scale mainstreaming. Because case-by-case reintegration embodies the individualization principle and exemplifies what's special about special education, and because case-by-case reintegtration is supported by federal law, we hold that it is the more responsible way to try to move children into more integrated settings.

Summary

Few special education teachers, administrators, teacher-trainers, or researchers are satisfied with the low frequency with which students with disabilities are transitioned into less restrictive educational settings. For these professionals the question is not whether many of these children should be prepared for reintegration, but how to do it in a responsible manner. During the last decade, cooperative learning models have been developed that aim to mainstream--all at once--large numbers of special-needs students. This chapter describes an alternate strategy: case-by-case reintegration that combines CBM and TP. It was developed to facilitate the successful transition of students with mild and moderate disabilities into regular reading and math classes. By "successful" we mean reintegrating students in such a manner that (a) they have the skills and behaviors required by the mainstream setting prior to entry, and (b) the regular educators are familiar with their strengths and weaknesses and confident that they are prepared to perform adequately and behave appropriately. In several years of research, we have shown that by use of

CBM and TP, special educators can boost students' achievement levels to a point recognized by all parties as commensurate with mainstream expectations. However, we also have found that, once in the regular classroom, these students' academic progress typically ceases. Thus, we, and the teachers with whom we have been working, have succeeded in building half a bridge. To complete it, we have turned to CWPT with the expectation that it will help make mainstream instruction more responsive and hospitable to the reintegrating student.

References

Anderson-Inman, L. (1981). Transenvironmental programming: Promoting success in the regular class by maximizing the effect of resource room instruction. Journal of Special Education Technology, 4, 3-12.

Anderson-Inman, L. (1986). Bridging the gap: Student-centered strategies for promoting the transfer of learning. Exceptional Children, 52, 562-572.

Anderson-Inman, L., Walker, H. M., & Purcell, J. (1984). Promoting the transfer of skills across settings: Transenvironmental programming for handicapped students in the mainstream. In W. L. Heward, T. E. Heron, D. S. Hill, & J. Trap-Porter (Eds.), Focus on behavior analysis in education (pp. 17-35). Columbus, OH: Merrill.

The Association for Persons with Severe Handicaps. (1992, July). CEC slips back; ASCD steps forward. TASH Newsletter, 18, 1.

Biklen, D., Lehr, S., Searl, S. J., & Taylor, S. J. (1987). Purposeful integration: Inherently equal [Manual prepared by the Center on Human Policy, Syracuse University]. (Available from Technical Assistance for Parent Programs (TAPP) Project, 312 Stuart Street, Boston, MA 02116)

Braaten, S., Kauffman, J. M., Braaten, B., Polsgrove, L., & Nelson, C. M. (1988). The Regular Education Initiative: Patent medicine for behavioral disorders. Exceptional Children, 55(1), 21-27.

California Teachers Association, Coalition for Students with Special Needs. (1990). Foundation of excellence for special education programs.

Commission on the Education of the Deaf. (1988, February). Toward equality: Education of the deaf. Washington, DC: U. S. Government Printing Office.

Council for Children with Behavioral Disorders, Executive Committee. (1989). Position statement on the Regular Education Initiative. Behavioral Disorders, 14, 201-207.

Council for Exceptional Children. (1993, April). Statement on inclusive schools and communities. Reston, VA: Author.

Delquadri, J. C., Greenwood, C. R., Stretton, K., & Hall, R. V. (1983). The Peer Tutoring Spelling Game: A classroom procedure for increasing opportunity to respond and spelling performance. Education and Treatment of Children, 6, 225-239.

Deno, E. (1970). Special education as developmental capital. Exceptional Children, 37, 229-237.

Deno, S. L. (1985). Curriculum-based measurement: The emerging alternative. Exceptional Children, 52, 219-232.

Dunn, L. M. (1968). Special education for the mildly retarded: Is much of it justifiable? Exceptional Children, 34, 5-22.

Espin, C., Deno, S. L., Maruyama, G., & Cohen, C. (1989). The Basic Academic Skills Survey (BASS): An instrument for screening and identification of children at risk for failure in general education classrooms. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Fuchs, D., & Fuchs, L. S. (1991). Framing the REI debate: Abolitionists versus conservationists. In J. W. Lloyd, A. C. Repp, & N. N. Singh (Eds.), The Regular Education Initiative: Alternative perspectives on concepts, issues, and models (pp. 241-255). Sycamore, IL: Sycamore.

Fuchs, D., & Fuchs, L. S. (1994). Inclusive schools movement and the radicalization of special education reform. Exceptional Children, 60, 294-309.

Fuchs, D., Fuchs, L. S., & Fernstrom, P. (1992). Case-by-case reintegration of students with

learning disabilities. The Elementary School Journal, 92, 261-281.

Fuchs, D., Fuchs, L. S., & Fernstrom, P. (1993). A conservative approach to special education reform: Mainstreaming through transenvironmental programming and curriculum-based measurement. American Educational Research Journal, 30, 149-177.

Fuchs, D., Fuchs, L. S., Fernstrom, P., & Hohn, M. (1991). Toward a responsible reintegration of behaviorally disordered students. Behavioral Disorders, 16, 133-147.

Fuchs, D., Fuchs, L. S., & Mathes, P. (1993, April). Peer-mediated learning strategies: Effects on learners at different points on the achievement continuum. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

Fuchs, D., Mathes, P., & Fuchs, L. S. (1993). Peabody Classwide Peer Tutoring reading methods. Unpublished teacher's manual. (Available from Douglas Fuchs, Box 328, George Peabody College, Vanderbilt University, Nashville, TN 37203.)

Fuchs, L. S., Deno, S. L., & Mirkin, P. K. (1984). The effects of frequent curriculum-based measurement and evaluation on pedagogy, student achievement, and student awareness. American Educational Research Journal, 21, 449-460.

Fuchs, L. S., & Fuchs, D. (1986). Effects of systematic formative evaluation: A meta-analysis. Exceptional Children, 53, 199-209.

Fuchs, L. S., & Fuchs, D. (1990). Identifying an alternative reading measure for curriculum-based measurement. Nashville, TN: George Peabody College, Vanderbilt University.

Fuchs, L. S., Fuchs, D., Hamlett, C. L., & Ferguson, C. (1992). Effects of expert system consultation within curriculum-based measurement using a reading maze task. Exceptional Children, 58, 436-450.

Gartner, A., & Lipsky, D. K. (1987). Beyond special education: Toward a quality system for all students. Harvard Educational Review, 57, 367-395.

Gartner, A., & Lipsky, D. K. (1989). The yoke of special education: How to break it. Working Paper. Rochester, NY: National Center on Education and the Economy. (ERIC Document Reproduction Service No. ED 307 792)

Gersten, R., & Woodward, J. (1990). Rethinking the Regular Education Initiative: Focus on the classroom teacher. Remedial and Special Education, 11(3), 7-16.

Giangreco, M. F., Dennis, R., Cloninger, C., Edelman, S., & Schattman, R. (1993). "I've counted Jon": Transformational experiences of teachers educating students with disabilities. Exceptional Children, 59, 359-372.

Gilhool, T. K. (1989). The right to an effective education: From Brown to PL 94-142 and beyond. In D. K. Lipsky & A. Gartner (Eds.), Beyond separate education: Quality education for all (pp. 243-253). Baltimore, MD: Brookes Publishing.

Gottlieb, J., Alter, M., & Gottlieb, B. W. (1991). Mainstreaming academically handicapped children in urban schools. In J. W. Lloyd, A. C. Repp, & N. N. Singh (Eds.), The Regular Education Initiative: Alternative perspectives on concepts, issues, and models (pp. 95-112). Sycamore, IL: Sycamore.

Greenwood, C. R., Carta, J. J., & Kamps, D. (1990). Teacher versus peer-mediated instruction: A review of educational advantages and disadvantages. In M. Foot, F. Morgan, & R. Shute (Eds.), Children helping children (pp. 177-205). Sussex, England: Wiley Ltd.

Hallahan, D. P., Keller, C. E., McKinney, J. D., Lloyd, J. W., & Bryan, T. (1988). Examining the research base of the Regular Education Initiative: Efficacy studies and the Adaptive Learning Environments Model. Journal of Learning Disabilities, 21, 29-35, 55.

Huefner, D. S. (in press). The mainstreaming cases: Tensions and trends for school administrators. Education Administration Quarterly.

Illinois State Board of Education. (1990). See Lieberman, G. (1990).

International Reading Association. (1986). See IRA. (1986-87).

Iowa State Education Association. (n.d.). Renewed Service Delivery System Task Force Report.

IRA president makes statement on education of the handicapped. (1986, December/1987, January). Reading Today, 4(3), p. 2.

Jenkins, J. R., & Jewell, M. (1992). An examination of the concurrent validity of the Basic Skills Samples (BASS). Diagnostique, 17, 273-288.

Jenkins, J. R., Pious, C. G., & Peterson, D. L. (1988). Categorical programs for remedial and handicapped students: Issues of validity. Exceptional Children, 55, 147-158.

Kauffman, J. M. (1989). The Regular Education Initiative as Reagan-Bush education policy: A trickle-down theory of education of the hard to teach. Journal of Special Education, 23, 256-278.

Kauffman, J. M., Gerber, M. M., & Semmel, M. I. (1988). Arguable assumptions underlying the Regular Education Initiative. Journal of Learning Disabilities, 21, 6-11.

Keogh, B. K. (1988). Perspectives on the Regular Education Initiative. Learning Disabilities Focus, 4, 3-5.

Krasner, M. (1991, March 9). Report of the Exceptional Children Committee to the Delegate Assembly [New Jersey Education Association].

Learning Disabilities Association. (1993, January). Position paper on full inclusion of all students with learning disabilities in the regular education classroom. Author.

Lerner, J. W. (1987). The Regular Education Initiative: Some unanswered questions. Learning Disabilities Focus, 3(1), 3-7.

Lieberman, G. (1990, August). Choices in special education. Administrative Bulletin, No. 90-2AB. Illinois State Board of Education, Department of Special Education.

Lieberman, L. M. (1985). Special education and regular education: A merger made in heaven?

Exceptional Children, 51, 513-516.

Lipsky, D. K., & Gartner, A. (1989). Beyond separate education: Quality education for all. Baltimore: Paul Brookes.

Lipsky, D. K., & Gartner, A. (1991). Restructuring for quality. In J. W. Lloyd, A. C. Repp, & N. N. Singh (Eds.), The Regular Education Initiative: Alternative perspectives on concepts, issues, and models (pp. 43-56). Sycamore, IL: Sycamore.

McKinney, J. D., & Hocutt, A. M. (1988). Policy issues in the evaluation of the Regular Education Initiative. Learning Disabilities Focus, 4, 15-23.

Maheady, L., & Algozzine, B. (1991). The Regular Education Initiative--Can we proceed in an orderly and scientific manner? Teacher Education and Special Education, 14(1), 66-73.

Megivern, K. (1987a, October). The war within. AER Report. (Reprinted in Yearbook of the Association for Education and Rehabilitation of the Blind and Visually Impaired, 1987, 5, 29-30. Washington, D.C.)

Megivern, K. (1987b, December). Update from the front. AER Report. (Reprinted in Yearbook of the Association for Education and Rehabilitation of the Blind and Visually Impaired, 1987, 5, 31-32. Washington, D.C.)

Megivern, K. (1988a, February). A statement of conscience could get a person fired! AER Report. (Reprinted in Yearbook of the Association for Education and Rehabilitation of the Blind and Visually Impaired, 1987, 5, 33-34. Washington, D.C.)

Megivern, K. (1988b, February). Least restrictive environment revisited. AER Report. (Reprinted in Yearbook of the Association for Education and Rehabilitation of the Blind and Visually Impaired, 1987, 5, 33-34. Washington, D.C.)

National Association of State Boards of Education. (1992, October). Winners all: A call for inclusive schools. Washington, DC: Author.

National Education Association. (1992). Resolution B-20: Education for all students with disabilities. Washington, DC: Author.

National Joint Committee on Learning Disabilities. (1993, January). A reaction to 'full inclusion': A reaffirmation of the right of students with learning disabilities to a continuum of services. Author.

New Jersey Education Association (1991). See Krasner (1991).

Pugach, M., & Lilly, M. S. (1984). Reconceptualizing support services for classroom teachers: Implications for teacher education. Journal of Teacher Education, 35(5), 48-55.

Pugach, M., & Raths, J. D. (1987, April). Prelude to merger: An analysis of teaching roles in general and special education. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.

Reynolds, M. C. (1988). Reaction to the JLD special series on the Regular Education Initiative. Journal of Learning Disabilities, 21, 352-356.

Reynolds, M. C. (1991). Classification and labeling. In J. W. Lloyd, A. C. Repp, & N. N. Singh (Eds.), The Regular Education Initiative: Alternative perspectives on concepts, issues, and models (pp. 29-41). Sycamore, IL: Sycamore.

Reynolds, M. C., Wang, M. C., & Walberg, H. J. (1987). The necessary restructuring of special and regular education. Exceptional Children, 53, 391-398.

Sapon-Shevin, M. (1988). Working towards merger together: Seeing beyond distrust and fear. Teacher Education and Special Education, 11(3), 103-110.

Scott, S., & Fuchs, D. (in preparation). A critical review of studies that reintegrate students with disabilities into mainstream settings.

Singer, J. D. (1988). Should special education merge with regular education? Educational Policy, 4, 409-424.

Snell, M. E. (1991). Schools are for all kids: The importance of integration for students with severe disabilities and their peers. In J. W. Lloyd, A. C. Repp, & N. N. Singh (Eds.), The Regular Education Initiative: Alternative perspectives on concepts, issues, and models (pp. 133-148). Sycamore, IL: Sycamore.

Stainback, W., & Stainback, S. (1984). A rationale for the merger of special and regular education. Exceptional Children, 51, 102-111.

Stainback, S., & Stainback, W. (1985). Integration of students with severe handicaps into regular schools. Reston, VA: The Council for Exceptional Children.

Stainback, S., & Stainback, W. (1992). Curriculum considerations in inclusive classrooms: Facilitating learning for all students. Baltimore: Paul Brookes.

Taylor, S. J. (1988). Caught in the continuum: A critical analysis of the principle of least restrictive environment. Journal of the Association of Persons with Severe Handicaps, 13, 41-53.

Thousand, J. S., & Villa, R. A. (1990). Strategies for educating learners with severe disabilities within their local home schools and communities. Focus on Exceptional Children, 23, 1-24.

Vergason, G. A., & Anderegg, M. L. (1989). Save the baby!: A response to "Integrating the children of the second system". Phi Delta Kappan, 71, 61-63.

Walker, H. M., & Bullis, M. (1991). Behavior disorders and the social context of regular class integration: A conceptual dilemma? In J. W. Lloyd, A. C. Repp, & N. N. Singh (Eds.), The Regular Education Initiative: Alternative perspectives on concepts, issues, and models (pp. 75-93). Sycamore, IL: Sycamore.

Walker, H. M., & Rankin, R. (1983). Assessing the behavioral expectations and demands of less restrictive settings. School Psychology Review, 12, 274-284.

Wang, M. C., Reynolds, M. C., & Walberg, H. J. (1988). Integrating the children of the second system. Phi Delta Kappan, 70, 248-251.

Will, M. (1986). Educating students with learning problems--A shared responsibility: A report to the Secretary. Office of Special Education and Rehabilitative Services, U. S. Department of Education: Washington, D.C. (ERIC Document Reproduction Service No. ED 279 149)

York, J., & Vandercook, T. (1991). Designing an integrated program for learners with severe disabilities. Teaching Exceptional Children, 23(2), 22-28.

Zigmond, N., & Baker, J. (1993, October). An examination of the meaning and practice of special education in the context of full-time mainstreaming of students with learning disabilities. Paper presented at the Policy Conference on the Meaning and Practice of Special Education in the Context of Inclusion. Nemacolin Woodlands, PA.

Annotated Bibliography

Fuchs, D., Fuchs, L. S., & Fernstrom, P. (1993). A conservative approach to special education reform: Mainstreaming through transenvironmental programming and curriculum-based measurement. American Educational Research Journal, 30, 149-177.

This article provides a detailed description of how transenvironmental programming and curriculum-based measurement may be combined to strengthen case-by-case reintegration efforts. The article also reports results from a yearlong experimental study of the mainstreaming approach.

Mathes, P. G., Fuchs, D., Fuchs, L. S., Henley, A. M., & Sanders, A. (1994). Increasing strategic reading practice with Peabody Classwide Peer Tutoring. Learning Disabilities Research & Practice, 9(1), 44-48.

Written for practitioners, this article describes Peabody Classwide Peer Tutoring's three principal activities: partner reading, paragraph shrinking, and prediction relay. It also discusses materials, scheduling, use of points, training, and other nuts-and-bolts issues associated with implementing Peabody Classwide Peer Tutoring.

Slavin, R. E., & Stevens, R. J. (1991). Cooperative learning and mainstreaming. In J. W. Lloyd, A. C. Repp, & N. N. Singh (Eds.), The Regular Education Initiative: Alternative perspectives on concepts, issues, and models (pp. 177-191). Sycamore, IL: Sycamore.

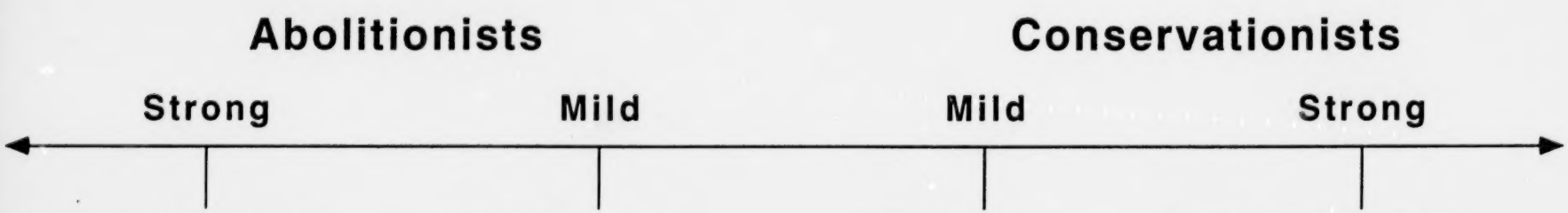
This book chapter describes cooperative learning approaches to mainstreaming; specifically, Team Assisted Individualization--Mathematics and Cooperative Integrated Reading and Composition.

Figure Captions

Figure 1. Continuum of Opinion regarding the Cascade of Services

Figure 2. Impact Strategies

Figure 3. Discrepancy Plan Sheet



The Assn. for Persons with Severe Handicaps (1992)
Biklen, Lehr, Searl, & Taylor (1987)
Gartner & Lipsky (1989)
Giangreco, Dennis, Cloninger, Edelman, & Schattman (1993)
Gilhool (1989)
Lipsky & Gartner (1989)
National Assn. of State Boards of Education (1992)
Sapon-Shevin (1988)
Snell (1991)
Stainback & Stainback (1992)
Taylor (1988)
Thousand & Villa (1990)
York & Vandercook (1991)

Dunn (1968)
Gartner & Lipsky (1987)
Gersten & Woodward (1990)
Jenkins, Pious, & Peterson 1988)
Maheady & Algozzine (1991)
Pugach & Lilly (1984)
Reynolds, Wang, & Walberg (1987)
Stainback & Stainback (1984)
Stainback & Stainback (1985)
Will (1986)

California Teachers Assn. (1990)
Council for Exceptional Children (1993)
Deno (1970)
Gottlieb, Alter, & Gottlieb (1991)
New Jersey Education Assn. (1991)
Pugach & Raths (1987)

Braaten, Kauffman, Braaten, Polsgrove, & Nelson (1988)
Commission on the Education of the Deaf (1988)
Council for Children with Behavioral Disorders (1989)
Hallahan, Keller, McKinney, Lloyd, & Bryan (1988)
Illinois State Board of Education (1990)
International Reading Assn. (1986)
Iowa State Education Assn. (n.d.)
Kauffman, Gerber, & Semmel (1988)
Keogh (1988)
Learning Disabilities Assn. (1993)
Lerner (1987)
Lieberman (1985)
McKinney & Hocutt (1988)
Megivern (1987-88)
National Education Assn. (1992)
National Joint Committee on Learning Disabilities (1993)
Singer (1988)
Vergason & Anderegg (1989)
Walker & Bullis (1991)

IMPACT STRATEGIES

Fluency

The fluency packets provide the student with repeated exposure to text which should increase automaticity of word recognition skills; enabling the student to focus on the meaning of text rather than reading the words correctly. Oral Preview is designed for a very dysfluent reader who needs to hear a model of fluent reading. Silent preview and repeated reading are designed for more fluent readers.

Oral Preview--Provides students repeated practice on text by allowing the student to hear a model of fluent reading before reading orally. This process increases the student's ability to read the passage smoothly, with few mistakes and increase comprehension.

Silent Preview--Provides students repeated practice on text by allowing the student practice reading text silently before reading orally. This process increases the student's ability to read the passage smoothly, with few mistakes and increase comprehension.

Repeated Reading--Provides students repeated practice on text by allowing the student practice reading with a fluent model before reading a passage independently. This process increases the student's ability to read the passage smoothly, with few mistakes and comprehension of the text should be increased.

Comprehension

The comprehension packets are arranged in a hierarchy of difficulty. Students should master sequencing before proceeding to main idea and so on. The end goal in the comprehension series is for students to master the Story Mapping packet for fictional text, and Content Webbing for nonfiction.

Sequencing--has been identified as a critical skill for comprehending text and as a prerequisite skill for more complex comprehension strategies such as story mapping.

Main Idea--Provides practice with identifying the main idea of a passage, which is a critical skill for comprehending text.

Story Mapping-- Enables a student to identify the major structural features of a story thereby strengthening their understanding of the text.

Content Webbing--Assists students organize content area text and can result in increased comprehension. It incorporates a number of reading and reasoning skills such as identifying the main idea and supporting details, classifying and organizing information.

DISCREPANCY PLAN SHEET

Name_____

School_____

Special Education Teacher_____

Regular Education Teacher_____

Discrepancy #___ _____

_____

_____

A. Plan of action

1. What:_____

_____

2. When:_____

3. Who:_____

B. Expected Outcome

1. Academic/Behavior:_____

_____

_____

2. Weekly Reading Test:_____

C. Maintenance

1. What:_____

_____

_____

_____

2. When:_____

3. Who:_____